

Feltham Hill Infant & Nursery School

Behaviour including Anti Bullying Policy

September 2020

The Behaviour Policy underpins the ethos of the school. It is based on a positive behaviour approach.

It must be used by all staff to ensure that children feel happy and safe and therefore able to learn.

Prepared by: Deputy Headteacher & Headteacher

Agreed with: AH

Agreed with: All school staff (Sept 2020)

Governors Shared Space (Sept 2020)

To be reviewed and updated: Sept 2021

Aims of the policy

- To establish a culture of respect for each other.
- To enable children to feel safe and happy to learn.
- To develop children's self-confidence.
- To ensure children's behaviour is treated consistently.
- To ensure high standards of behaviour.
- To provide children with lifelong skills.
- To support children's mental health

Adults will:

- Establish positive and respectful relationships with children.
- Treat children fairly and consistently.
- Build children's confidence and self-esteem.
- Value children's ideas and opinions and make time to listen to what they have to say.
- Use a consistent approach at all times.
- Be mindful that children's behaviour may be affected by their own mental health or by mental health issues in the home

Children should:

- Feel safe and happy.
- Feel they are being treated fairly.
- Have respect for adults and other children.
- Feel they are respected.
- Have the confidence to speak.
- Know the importance of good listening.

Ensuring Positive Behaviour

- There needs to be a consistent approach using rules, rewards and sanctions.
- Rules must be displayed on a behaviour wall.
- Photographs of children making good choices must also be displayed.
- Adults must use praise and stickers to celebrate good choices.
- Use the 'golden book/achievement book' to celebrate children's positive behaviour.
- Use consequence sheets when necessary.
- There must be clear and well established routines.
- Also, a well organised environment and resources.

School Rules

- Children must know the school rules and adults must continually refer to them. Nursery follows the first rule. Reception uses the first two rules. Yr1 & Yr2 use all four rules.

1. Always follow directions
2. Keep Your Hands, Feet and Objects to Yourself
3. Be Helpful and Polite to Everyone
4. Look and Listen to the Person Talking

Teaching School Rules

- For children to know and understand school rules they must be taught them regularly and reminded frequently or whenever necessary.
- Adults must use Circle Times.
- And personal social health education (PSHE) sessions.
- There will be some assembly themes.

N.B. For safeguarding reasons it is important to remind children that the directions they follow should always make them feel safe.

Using School Rules

- Use 'Follow Directions' and ensure children understand the terminology.
- Give clear and concise directions.
- E.G 'Your direction is to sit on the carpet'.
- Ensure children know that they can make a good choice and follow the direction or make a bad choice and not follow the direction.
- Be relentless and ensure everyone is following directions and listening.
- Ensure a pleasant working environment.

Using Praise

- Reward good choices with verbal praise and ensure children can hear the intonation in your voice.
- Use smiles and ensure your expression is positive.
- Continually use stickers.
- Repeat the direction when praising a good choice.
- E.G 'Thank you for looking and listening to me.'
- Use class rewards to apply peer pressure for making good choices.
- 'Catch them Being Good' – Where possible praise good choices as some children only get acknowledged for bad choices.
- Use 'Close proximity praise' – Praise the children making good choices next to those not.

Using Sanctions/Consequences

- All adults must consistently use the sanctions.
- **A Reminder** – Repeat the direction with the reminder. *'I am reminding you to....The direction is....This is your reminder'*.
- **A Pink Warning Sheet (Appendix 1)**
If a child does not follow a direction they are given a warning. *'You have had a warning. You are still not.....which is your direction. So you now have a warning'*. The child's name is put on the pink warning sheet.
- **A Yellow Consequence Sheet (Appendix 2)**
Once the child's name is on the pink sheet any further sanction that day means the child's name will be put on the yellow sheet
- **Consequence 1**
They will have time out in their class with a 5 minute timer.
- **Consequence 2**
Time out from their class to another staff member.
- **Consequence 3**
Time out with the Headteacher, Deputy or Assistant Head.
Parents/Carers may be phoned.
- **Straight to Consequence 3**
If a child hurts another child they must go straight to Consequence 3 and to the Head, Deputy, Assistant Heads or special educational needs coordinator (SENCo) for time out.
Parents may be phoned, often with the child in the room.
If a child refuses to go for a time out with a Senior Leader the Head or another Senior Leader must be sent for.
Only staff trained on positive handling will remove the child.
Parents/Carers will be phoned.
- At the end of each day the pink and yellow sheets must be wiped clean.

Children with Specific Needs

- The behaviour programme may not work for children with particular needs.
- Discuss these children with the SENCo.
- Write an Individual Education Plan (IEP) for behaviour with rewards and sanctions.

- Regularly inform Parents/Carers.
- Use the behaviour log for continuous or serious breaches. (Appendix 3)
- Regularly review behaviour progress.
- Leaders will provide additional individual support where appropriate.
- Children who attend the Centre are effectively managed using symbols and visual aids to support good choices.
- They also have specific reward systems.
- The children in the Centre and other pupils with education health care plans (EHCP) must still make good choices so that others are safe.

Working with Parents/Carers

- Parents are informed of the school behaviour system during new parents meetings.
- Teachers will inform Parents/Carers of concerns i.e. child regularly on the Yellow Consequence sheet.
- Teachers will meet with Parents/Carers for children who are not responding to the school's behaviour policy.
- Teachers will meet with Parents/Carers to discuss and sign the child's IEP.
- Teachers will provide guidance to support behaviour at home
- If a child persistently hurts other children or adults or there are serious and/or persistent breaches of the school behaviour policy – a *Home-School log* (**see Appendix 3**) will be used to record incidences.

The Home-School log may also be used for children who regularly refuse to follow directions.

Before a Home-School log is implemented parents will be spoken to by the class teacher and/or a senior leader.

The log will be emailed to parents by the Office at the end of the day.

- Staff will also speak to parents each time there is a serious incident.
- Continuous or serious breaches may lead to a child being excluded for a day.

Classroom Management

- School rules, pink and yellow consequence sheets and a class reward sheet must be displayed in the classroom on a behaviour wall (except nursery).
- Adults, particularly class teachers must be positioned so that they can monitor all of the class and have good eye contact with all of the children.
- A child not making good choices could be put next to a child who is making good choices to act as a positive role model.
- All adults must be consistent with all children.
- Children working the Centre are supported by a visual behaviour system which includes rewards and sanctions.

These are immediate to reflect the level of need of the child.

When a child goes up the behaviour wall for good choices they receive a motivating reward e.g. bubbles.

If a child goes down the behaviour wall after making bad choices, this may lead to a time out e.g. A Year 1 child 5-6 minutes.

Class Routines

- Class rules and routines must be clearly established to support behaviour management.
- The children should be regularly reminded of these rules and routines and praised for following them.
- Adults must insist all children follow class/school routines.
- Adults need to take time to remind children of routines.

Learning Environment

- The learning environment must be well organised and kept tidy to support routines.
- Children must be taught to keep busy learning areas tidy.

- Resources should be labelled and organised so that children can use them independently.
- Adults must insist children walk around the school environment so they are safe.

Lunchtimes

- There are two Lead school meals supervisory assistants (SMSAs) who monitor behaviour.
- SMSAs award stickers and class stars.
- If a child has not followed a direction they might have time out in the hall.
- The SMSA may inform the Class Teacher if a child has not made a good choice.
- Serious incidents are reported to the Headteacher, Deputy or Assistant Heads.
- Staff may refer children to a lunchtime nurture group for children not making good choices.
- The nurture group will be run by an SMSA and include activities to reinforce rules and social skills.

Bullying

- Bullying is where a child is deliberately hurt physically or mentally by another child and the behaviour is ongoing.
- Bullying is not tolerated and incidents are reported to the Headteacher.
- The victim is supported and the child displaying bullying behaviour given sanctions.
- Parents are informed of incidents.
- Incidents are reported to Governors.
- There are regular assemblies and planned PSHE sessions devoted to anti bullying.

Racist or Hate Crime Incidents

- A racist incident can generally be identified when a child has been victimised for membership of a particular group which could include religious groups, race, gender or disability
- The victim is supported and the child displaying racist behaviour given sanctions.
- Parents are informed of incidents.
- Racist incidents are not tolerated and are reported to Governors.
- There are regular assemblies and planned RE/ PSHE sessions devoted to respecting different religions, ethnicities and cultures.

Inclusion

- Children should respect others irrespective of their race, gender or disability.
- If the behaviour policy is not supporting a child the behaviour should be discussed with the SENCo.
- A child with a particular need may be given an individual behaviour plan so that they can be included in the school setting.
- There will be a meeting with Parents/Carers of a child on an individual behaviour plan.
- Some children and teachers are supported by a Behaviour Support Teacher who will also meet with parents regarding behavioural concerns.
- The Behaviour Support Teacher may suggest targets/advice that are written into an individual behaviour plan.

Exclusion

All exclusions will be handled in accordance with the Statutory Guidance provided by the Department of Education September 2017.

Among other things this:

- Provides that only the Headteacher can exclude. This power cannot be delegated.
- Sets out what can constitute grounds for exclusion and the considerations that must be taken into account. This includes the need to avoid, where possible, the

permanent exclusion of a looked after child or a child with an Education Health Care Plan (EHCP).

- Allows Parents/Carers to make representations to the Governing Body in relation to any exclusion lasting longer than a specified period.
- Requires the Governing Body to review any decision to permanently exclude a child. The Parents/Carers and the local authority must be invited to attend and make representations.

However, the governing Body must review the decision within 15 school days, whether or not the Parents/Carers decide to attend and make representations.

Fixed Day Exclusion

- On some occasions the individual behaviour plan or specific strategies used in the school will not meet the needs of a child with very challenging behaviour.
- Parents will be notified by a senior leader and the home school log will be discussed.
- The Home-School log will be emailed to the parents every time there is an incident.
- If the serious incidents continue a Leader will meet with the Parents/Carers and inform them that the child may be excluded for a fixed period of one day in the first instance.
- After the Parent/Carers have been informed the next time there is a breach of the behaviour policy involving harm to others, they will be asked to collect their child for the remainder of the day which is not exclusion.
- If there continue to be incidences causing harm the Headteacher may exclude the child for a fixed day.
- Parents/Carers will be given a letter identifying the reasons for the exclusion.
- The Chair of Governors and Local Authority (LA) will be informed. And a form completed for the LA.
- When the child returns to school there will be a meeting with the Headteacher and Deputy or Centre/SEN Leader.
- The child will be reminded of acceptable behaviour at school.
- Parents will be informed that the fixed day exclusion may occur again if there are other incidents causing harm.

Permanent Exclusion

- If the fixed day exclusions have not successfully improved the persistent breaches of behaviour the Headteacher may permanently exclude the child.
- This decision will be made to ensure the safety and well-being of the child concerned, the other children and staff.
- The Headteacher will notify the Parents/Carers and will give them a letter explaining the permanent exclusion.
- The Chair of Governors and Local Authority will be informed. And a form completed for the LA.
- The Headteacher will inform Hounslow SEN if the child has an EHCP.
- Within 15 days the Governing Body will review the Headteacher's decision to permanently exclude the child.
- The Parents/Carers and the local authority will be invited to attend and make representations.

Positive Handling

- On very rare occasions a child with very challenging behaviour may need to be restrained.
- The SENCo will ensure that staff receive positive handling training.
- Only trained staff will hold a child.
- The Parents/Carers will sign a letter agreeing to their child being restrained and always be informed.

This policy should be read alongside the following policies:

SEND

Health and Safety

Teaching and Learning

Appendix 1

Pink Warning Sheet

Write the child's name

Appendix 2

Yellow Consequence Sheet
Write the child's name in appropriate consequence

Consequence 1
5 min time out in the class

Consequence 2
Time out in a different class

Consequence 3
Time out with the Headteacher, Deputy or Assistant Head

Straight to Consequence 3
Time out with the Headteacher, Deputy or Assistant Head

Appendix 3 – Emailed daily from the Office

Serious and/or persistent breaches of school behaviour policy

Home-School log

Date	School circumstance - context	Child's actions resulting in damage - injury to:	Staff initial's	Accident report (✓)	Parent's initials	Future action: